



WISCONSIN CHILD CARE INFORMATION CENTER

NEWSLETTER

ISSUE NO. 21

EDITOR: RANEE GOODROAD

CHILDREN WITH SPECIAL NEEDS PART I.

**"At any given time any child can be a special needs child...
We must expand our definition of special needs children to include
any child who has needs beyond those provided in the regular
programmed day. In order to meet all of these needs, we must
individualize our programs."**

From "All Children Are Special"

This newsletter focuses on children with special needs and is being published in two parts.

Part I includes materials based on a more traditional definition of special needs.

Part II expands the definition and includes:

- | | |
|--|---------------------------|
| *Divorce | *Challenging temperaments |
| *Abused or Neglected | *Shyness |
| *Parents who are chemically dependent
or mentally ill | *Aggressiveness |
| *Developmental or situational stressors | *Obesity |
| *Discipline | *Gifted or Talented |
| *Families | *Parental Involvement |
| *Resources | *Self-esteem |

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AWARENESS EDUCATION

LOOK SEE

*LOOK AT THE RAIN
ONE DROP AT A TIME,*

*LOOK AT A TREE
ONE LEAF AT A TIME,*

*LOOK AT THE GRASS
ONE BLADE AT A TIME,*

*LOOK AT THE PEOPLE
ONE PERSON AT A TIME.*

Bernard Terry Casey

BOOKS TO BORROW

1. **INCLUDING ALL OF US: AN EARLY CHILDHOOD CURRICULUM ABOUT DISABILITY.** M. Froschl. A curriculum guide developed by Project Inclusive. Sections include: same/different, body parts, transportation (crutches, wheelchairs, ramps) and resources.
2. **FEELING FREE.** Helen Benham, editor. Activities and stories to foster a better understanding and acceptance of children with disabilities as individuals. Written for school-age but several activities may be modified for use with preschool children.
3. **WHAT'S THE DIFFERENCE.** Ellen Barnes. Activity ideas for teaching school-age children positive attitudes toward people with disabilities.

ARTICLES TO KEEP

4. **DISABILITIES.** An excerpt from: **ANTI-BIAS CURRICULUM: TOOLS FOR EMPOWERING.**
5. **BEING AT EASE WITH HANDICAPPED CHILDREN.** ERIC Digest.
6. **TALKING ABOUT DIFFERENCES KIDS NOTICE.** Elizabeth Crary. Excerpt from **ALIKE AND DIFFERENT: EXPLORING OUR HUMANITY WITH YOUNG CHILDREN.** Bonnie Neugebauer, ed.
7. **INTEGRATING HANDICAPPED CHILDREN INTO REGULAR CLASSROOMS.** An interview with Dr. Jenny Klein discussing the ways that a child with special needs is first a child who is more alike other children than different.
8. **ALL CHILDREN ARE SPECIAL.** Jan Cole Krick. Child Care Information Exchange. September/October 1990. A broadened definition of special needs children to include any child that has needs beyond those provided for in the regular programmed day.

9. **FOSTERING PEER ACCEPTANCE OF HANDICAPPED STUDENTS.** ERIC Digest . Examines the impact teachers have on social interactions and how positive interactions are enhanced through cooperative learning situations.
10. **MOMMY, WHY IS SHE DIFFERENT?** Louise Derman-Sparks. Parents. December 1989. How to answer the sensitive questions children ask about differences.

VIDEOS TO BORROW

The following five videos are from the series: *Young and Special*.

11. **NOT IN MY CLASS!: UNDERSTANDING MAINSTREAMING.** (Module 1) LINC Resources, 1982. VHS, color, 30 minutes. Teachers, researchers, parents, and a severely handicapped Doctoral student, who herself was mainstreamed as a child, describe the advantages to preschoolers of being in a mainstreamed classroom and also the prerequisites for a good experience for the child.
12. **WHY CAN'T THEY WAIT 'TIL THEY'RE OLDER?: VALUE OF EARLY INTERVENTION.** (Module 2) LINC Resources, 1982. VHS, color, 30 minutes. Shows several elements of an early intervention program for children birth to three: the interdisciplinary team, an assessment, a home visit, a playgroup for children and a support group for parents. Keoki, a kindergartner with cerebral palsy, and his mother and teacher show how specific early interventions have helped him.
13. **HOW WILL I EXPLAIN IT TO THE OTHER CHILDREN?: EXPLAINING HANDICAPS TO CHILDREN.** (Module 3) LINC Resources, 1982. VHS, color, 30 minutes. Shows how young children react to Kathy, a blind child who has been mainstreamed into their class, and how she reacts to them. Kathy's teacher and mother stress that having a handicapped child in a class is a challenge for the teacher, but a pleasant challenge rather than a negative one.
14. **WHAT DO I TELL THE PARENTS?: WORKING WITH PARENTS.** (Module 4) LINC Resources, 1982. VHS, color, 30 minutes. Advice for early childhood teachers on working with parents of both nonhandicapped and special needs children in a mainstreamed classroom. How to inform and support parents with the help of others professionals.
15. **DEMYSTIFYING SPECIAL EDUCATION: LABELS, INDIVIDUALIZATION, TASK ANALYSIS.** (Module 5) LINC Resources, 1982. VHS, color, 30 minutes. Shows how similar special needs children are to nonhandicapped children in child care and how all children do better when asked to stretch their abilities a little bit.
16. **EARLY CHILDHOOD MAINSTREAMING SERIES.** Project Thrive. 6 filmstrips, 6 audio cassettes and script booklet. Learning disabilities, hearing, emotional, visual, physical and health, and language.
- 16a. **SOMEDAY'S CHILD: A FOCUS ON SPECIAL NEEDS CHILDREN AND THEIR FAMILIES.** Portland, OR: Educational Productions. VHS, color, 30 min. + facilitator's guide and viewer's guide.
This tape builds our understanding of the issues, experiences, and needs confronting families of children who have special needs. Three families share their sadnesses and joys and the day-to-day challenges of raising a child with disabilities. Summarizes the 11 greatest needs such families have.



CHILDREN'S BOOKS TO BORROW

17. **SOMEONE SPECIAL, JUST LIKE YOU.** T. Brown. Simple text and large photographs depicts a message that we are more alike than different.
18. **OUR TEACHER'S IN A WHEELCHAIR.** Mary Ellen Powers. A story about Brian Hanson, a nursery school teacher, and how he leads an active life despite a partial paralysis requiring the use of a wheelchair.
19. **ON HANDICAPS: AN OPEN BOOK FOR PARENTS AND CHILDREN.** Sarah Bonnett Stein. Format combines photographs and simple text for children and an accompanying text for adults to follow as they are reading the book for the purpose of answering questions and stimulating discussion.
20. **WHAT DO YOU DO WHEN YOUR WHEELCHAIR GETS A FLAT TIRE?** Biklen and M. Sokoloff. Questions and answers about disabilities from kids themselves.
21. **PRINCESS POOH.** Kathleen M. Muldoon. Patty Jean's sister uses a wheelchair. Patty Jean is jealous of her "royal" treatment. Once she tries the wheelchair, she discovers what it is really like.

CHILDREN'S AUDIO CASSETTE TO BORROW

22. **THE STORY OF THE PLANET PURPLE.** Mr. Roger's. The people of the Planet Purple learn to accept differences in others.

ADMINISTRATION

See Also: ACTIVITIES/CURRICULUM/ENVIRONMENT

BOOKS TO BORROW

23. **CHANCES AND CHOICES: MAKING INTEGRATION WORK.** Deborah Fullwood. Explores a wide range of organizational models that have made integration work. Policies and strategies demonstrate the need to select one that will work in a particular community.
24. **EARLY CHILDHOOD SPECIAL EDUCATION: BIRTH TO THREE.** June B. Jordan. Finding infants and toddlers who need services, identifying current programs as effective models, working across disciplines to form teams, implementing P. L. 99-457 successfully.
25. **CHILDREN IN NEED: INVESTMENT STRATEGIES.** Committee for Economic Development. Research and Policy Committee. Investment strategies for the educationally disadvantaged.

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ARTICLES TO KEEP

26. **A VISION OF INTEGRATED CHILD CARE IN WISCONSIN.** Wisconsin Integrated Child Care Consortium.
27. **EARLY INTERVENTION FOR INFANTS AND TODDLERS: A TEAM EFFORT.** ERIC Digest. Provisions of P. L. 99-457. Who is eligible. Models for team approach.
28. **DEAF AND HEARING CHILDREN TOGETHER: A COOPERATIVE APPROACH TO CHILD CARE.** Gail Solit. Gallaudet University. Outlines a program that pioneers an approach of deaf and hearing children playing and learning together. Includes: collaborative model diagram, program objectives, plan of operation, project timelines, successful activities, listing of other similar programs, and a bibliography.
29. **INTERAGENCY COLLABORATION.** Great Lakes Resource Access Project. Networking, coordination, cooperation, and collaboration: different skills for different purposes.

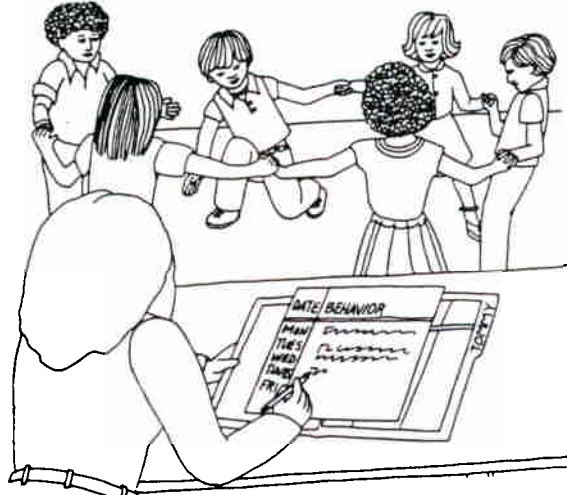
EVALUATION AND DIAGNOSIS

See also: **ACTIVITIES/CURRICULUM/ENVIRONMENT**

BOOKS TO BORROW

30. **CHILDREN WITH HANDICAPS: A MEDICAL PRIMER.** Mark L. Batshaw. Current medical information on a variety of handicaps. Written for both parents and professionals.
31. **CHILD CARE PROVIDERS GUIDE TO IDENTIFYING AND CARING FOR CHILDREN WITH SPECIAL NEEDS.** Bananas, Inc. A booklet of basic information useful to any child care provider, especially those in family day care.
32. **CHILDREN'S PSYCHOLOGICAL TESTING: A GUIDE FOR NON-PSYCHOLOGISTS.** David L. Woodrich. A jargon-free overview of tests for children including diagnostic tests for: learning disabilities, mental retardation, and emotional disorders.
33. **PORTAGE GUIDE TO EARLY EDUCATION CHECK LIST.** Portage Project. A tool to evaluate: infant stimulation, socialization, language, self-help, cognitive and motor for ages birth through six.
34. **DEVELOPMENTAL SCREENING IN EARLY CHILDHOOD: A GUIDE.** Samuel J. Meisels. Answers common questions about setting up a developmental screening program for young children. Includes a form to evaluate screening instruments.
35. **OBSERVING DEVELOPMENT OF THE YOUNG CHILD.** Janice J. Beaty. A resource for examining the specific behavioral development of children 2-6. Using a checklist format it explores six areas: emotional, social, physical, cognitive, language, and creative. Also includes specific recommendations for encouraging children's growth in each area.

36. **EVALUATING CHILDREN'S PROGRESS.** South Eastern Day Care Project. Individual rating scales for children: birth to two, two, three, and four through six year- olds. Scales are designed to measure all areas of normal development.
37. **CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS: IDENTIFICATION, INTERVENTION, MAINSTREAMING.** Carol L. Paasche, et. al. A reference guide in table format that helps identify and plan intervention for children with special needs. Includes thirty-three "exceptionalities". Lists characteristics typical of special needs, suggestions as to what else it might be, and recommended actions.



ARTICLES TO KEEP

38. **CARING FOR INFANTS - TRUST YOUR FEELINGS.** Jacqueline Mast. Child Care Information and Exchange. May/June 1991. List of warning signs.
39. **EARLY IDENTIFICATION OF CHILDREN AT RISK FOR DEVELOPMENTAL DISABILITIES.** Great Lakes Resource Access Project. Maternal health, perinatal, and postnatal risks. Presents a "risk registry" which outlines the above and also child health and environmental risks.
40. **IDENTIFICATION OF PRESCHOOL CHILDREN WITH MILD HANDICAPS: THE IMPORTANCE OF COOPERATIVE EFFORT.** Ronald L. Taylor. Childhood Education. Fall 1990. Outlines a model of an evaluation process and discusses how a comprehensive team evaluation is conducted.
41. **PARENTS: DO YOU KNOW THE EARLY WARNING SIGNS OF CHILDREN WITH SPECIAL NEEDS?** Easter Seal Society.
42. **RECOGNIZE LANGUAGE DEVELOPMENT AND DELAY IN EARLY CHILDHOOD.** Joyce Ury Dunmtschin. Young Children. March 1988.
43. **EARLY INTERVENTION FOR CHILDREN BIRTH THRU 2 YEARS.** National Information Center for Children and Youth with Handicaps. How infants are identified as needing services and explains some of the commonly ~~used~~ screening tests.
44. **A SOCIAL OBSERVATION CHECKLIST FOR PRESCHOOLERS.** Ruth Johnson. Teaching Exceptional Children. Winter 1988. Addresses the need for a systematic plan for achieving social integration to increase the likelihood of successful mainstreaming experience.
45. **USE WITH CAUTION: THE "AT-RISK LABEL".** Elizabeth J. Hrncir, et. al. Young Children. November 1985. Points out pitfalls of labelling children.

46. **DEVELOPMENTAL RED FLAGS FOR PRESCHOOL CHILDREN.** Preschool Enrichment Team, Inc. Texas Child Care Quarterly. Fall 1990. Guidelines for using red flags, consultation and referral, screening, community resources.
47. **WHAT IF MY BABY HAS A HEARING LOSS?** Susan Rezen. An audiologist tells how to detect a hearing impairment and how early intervention can help children with these problems.

"Good planning for children springs from good observation skills."

ACTIVITIES/CURRICULUM/ENVIRONMENT

See also: EVALUATION AND DIAGNOSIS

BOOKS TO BORROW

48. **ENHANCING DEVELOPMENTAL PROGRESS IN PRESCHOOL EXCEPTIONAL CHILDREN.** Quick, Little, and Campbell. Administration, curriculum materials, instructional methods, evaluation and program planning. Intended for individuals who perform teaching or administrative functions but have limited background in this area.
49. **BIRTH TO THREE: ASSESSMENT AND INTERVENTION.** Tina E. Bangs. A parent-teacher interaction program. Assessment as a link to intervention. Teaching strategies.
50. **CHILDREN WITH SPECIAL NEEDS IN FAMILY DAY CARE HOMES.** El Centro de Rosemount. A handbook of approaches and activities for family day care home providers. Also includes a section on positive discipline strategies.
51. **SPECIAL TRAINING FOR SPECIAL NEEDS.** Barbara L. Wolfe. Greater Minneapolis Day Care Association and the Portage Project. Competency-based program with six modules: administration and community relations, monitoring development and identifying special needs, parent involvement, development of individual plans, program implementation, caregiver/child relationships.
52. **PORTAGE CLASSROOM CURRICULUM AND INSTRUCTIONAL UNITS.** Joan Brinckerhoff. Units: school, animals, friends, transportation, I & Me safety, family, jobs. Each unit outlines specific activities, description and corresponding ideas for skill integration. Reproducible family activity letters foster communication and encourage parent involvement.
53. **THE LANGUAGE OF TOYS: TEACHING COMMUNICATION SKILLS TO SPECIAL NEEDS CHILDREN.** Sue Schwartz. Special exercises designed to stimulate language development. All of the exercises involve toys both manufactured and homemade.
54. **THE CAROLINA CURRICULUM FOR HANDICAPPED INFANTS AND INFANTS AT RISK.** Nancy Johnson-Martin. A field-tested curriculum for the assessment and training of infants and children with disabilities in 24 subdomains of development. Includes detailed teaching and assessment techniques plus a 20- page assessment log for charting an individual child's progress.
55. **IN TIME AND WITH LOVE: CARING FOR THE SPECIAL NEEDS BABY.** Marilyn Segal. Feeding, dress, activities, discipline.

56. **INFANT STIMULATION CURRICULUM.** Nisonger Center for Mental Retardation and Developmental Disabilities. Card file describing activities for children from birth to 36 months. Includes: coordination, movement, cognition, language, and socialization.
57. **MAINSTREAMING: IDEAS FOR TEACHING YOUNG CHILDREN.** J. Souweine. Individualized educational plans, setting up the room, planning each day, parent education.
58. **A PARENT'S GUIDE TO EARLY EDUCATION.** S. Bluma. A special edition of the **PORTAGE GUIDE TO EARLY EDUCATION** written especially for parents. Provides an outline of skills acquired by children during the preschool years and suggestions for teaching these skills.
59. **THE PORTAGE GUIDE TO EARLY EDUCATION.** S. Bluma. File of colored cards divided into six categories: infant stimulation, socialization, language, self-help, cognitive, and motor. Includes a checklist for assessment and activities to help children develop abilities.
60. **THE PORTAGE HOME TEACHING HANDBOOK.** A. Frohman. Identification, assessment, home teaching process and strategies, activity charts.
61. **DEVELOPMENTALLY APPROPRIATE PRACTICE IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8.** NAEYC. Expanded edition. Explains the development of children at various ages and gives numerous examples of appropriate and inappropriate practices.
62. **TEACHING EATING AND TOILETING SKILLS TO THE MULTI-HANDICAPPED IN THE SCHOOL SETTING.** Demos Gallendar.
63. **LINKING DEVELOPMENTAL ASSESSMENT AND CURRICULA.** Stephen J. Bagnato. Emphasizes the critical importance of linking diagnosis and intervention.
64. **FROM TOYS TO COMPUTERS: ACCESS FOR THE PHYSICALLY DISABLED CHILD.** Christine Wright. Adapting battery operated toys, toy and other lending libraries, positioning and motor control, microcomputers.
65. **THE MORE WE DO TOGETHER.** The Nordic Committee on Disability. Practical ideas for adapting the environment for children with disabilities.
66. **THE SCHOOL AND HOME ENRICHMENT PROGRAM FOR THE SEVERELY HANDICAPPED CHILD.** Robert P. Hawkins. Sensory responsiveness, eating, fine and gross motor skills, expressive language, washing/grooming/toileting, dressing, and social interaction.
67. **MAINSTREAMING CHILDREN WITH HANDICAPS IN DAY CARE AND PRESCHOOL.** Ann R. Booth, et. al. Understanding individual differences, community resources, developmental approach to assessment and programming, communication, working with families, recordkeeping, integrative activities.
68. **FACILITATING CHILDREN'S DEVELOPMENT: A SYSTEMATIC GUIDE FOR OPEN LEARNING. VOLUME I.** John H. Meier and Paula J. Malone. Activities for infants and toddlers.
69. **FACILITATING CHILDREN'S DEVELOPMENT: A SYSTEMATIC GUIDE FOR OPEN LEARNING. VOLUME II.** John H. Meier and Paula J. Malone. Activities for older preschoolers.

70. **ADAPTING EARLY CHILDHOOD CURRICULA FOR CHILDREN WITH SPECIAL NEEDS.** Ruth E. Cook. A comprehensive guide for preparing teachers who work with young children who have special needs. Emphasizes individualizing educational programs while including children within a group activity or lesson.
71. **I WANT TO DO BELONG.** Lorna Aaronson and Peg Olson. A guide to mainstreaming for leaders of children's cultural and recreational groups.
73. **CREATIVE PLAY ACTIVITIES FOR CHILDREN WITH DISABILITIES.** Lisa R. Morris. Contains 250+ activities designed to help children birth to 8. Each chapter has a particular theme and activities have special adaptations. Includes: outdoor fun and waterplay, building, music, world of senses, group games, etc.
74. **MISEDUCATION: PRESCHOOLERS AT RISK.** David Elkind. Discusses the evidence that children subjected to the pressure of inappropriate education are psychologically and physically at risk.
75. **CREATIVE ART FOR LEARNING.** The Council for Exceptional Children. Painting, drawing, printmaking, sculpture, crafts, and mixed media.
76. **PROGRAM GUIDE FOR INFANTS AND TODDLERS WITH NEUROMOTOR AND OTHER DEVELOPMENTAL DISABILITIES.** Frances P. Connor, et. al. Fundamentals of a sound development program-basic assessments, nutrition, and health. Development sequences of normal and atypical children and intervention strategies in five areas: movement, pre-speech, language, cognition, and social/emotional. Practical applications of curriculum. Illustrations of adaptive equipment, consultants and resource centers and sample record forms.



ARTICLES TO KEEP

77. **MAINSTREAMING... AGAIN.** Great Lakes Resource Center. Social integration strategies. Writing developmentally appropriate individual plans, selecting appropriate materials, participating in children's play. Also, includes tips for behavior management.
78. **AN INTEGRATED PRESCHOOL.** Sharon Radonovich and Corrie Houck. Teaching Exceptional Children. Summer 1990. Developing a program for children with developmental handicaps.
79. **CHILDREN WITH SPECIAL NEEDS.** Family Daycare Exchange of Information and Ideas. Caring for children who are hurting and what you can do as a provider.
80. **MEANING THROUGH PROCESS: SCIENCE FOR CHILDREN WITH SPECIAL NEEDS.** Patricia Scallan. Excerpt from **THE WONDER OF IT.**

81. **LEARNING ACTIVITIES FOR DEVELOPMENTALLY DISABLED CHILDREN.** The Best of the Texas Child Care Quarterly. Winter 1987.
82. **PRESCHOOL CLASSROOM ENVIRONMENTS THAT PROMOTE COMMUNICATION.** Michaelene M. Ostrosky. Teaching Exceptional Children. Seven strategies for arranging the environment.
83. **INTEGRATING DISABLED CHILDREN.** Mary F. Hanline. Young Children. January 1985. Identifies common concerns related to mainstreaming and reviews research which answers them. Discusses: developmental progress, imitative behavior, social and play behavior.
84. **PEER PLAY AND TOYS: KEY FACTORS IN MAINSTREAMING INFANTS.** Mark H. Levine. Young Children. July 1983.
85. **TRANSITIONING.** Great Lakes Resource Access Project. Instructional strategies to prepare young children with special needs for kindergarten.
86. **IEP, IFSP, IPP, ILP: THE "I" STANDS FOR INDIVIDUAL.** Great Lakes Resource Access Project. Developing individual service plans for children with disabilities.
87. **IMPROVISED MUSICAL PLAY WITH DELAYED AND NON-DELAYED CHILDREN.** Andrew Gunsberg. Childhood Education. Summer 1991.



VIDEOS TO BORROW

88. **KIDS ON THE GROW: CHILDREN WITH DEVELOPMENTAL DISABILITIES LEARNING THROUGH PLAY.** The Alliance for Children and Youth, Madison, WI: Human Services Information Center, 1987. VHS, color, 14 minutes
89. **STEP BY STEP.** Community School District #9 of the City of New York. Tuckahoe, NY: Campus Film Distributors Corp. 1978, VHS, color, 15 min. Shows a successful public school pre-kindergarten program that integrates handicapped children in all classes. Teachers focus on the developmental level of each child - rather than on clinical labels applied to some--and on providing growth experiences for all the children.

COMMUNICATION DISORDERS

See Also: EVALUATION AND DIAGNOSIS

BOOKS TO BORROW

90. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH HEARING IMPAIRMENTS.** Project Head Start. What hearing impairment is. How it affects learning in 3-5 year-olds. Techniques for mainstreaming. Resources.
91. **YOU AND YOUR HEARING IMPAIRED CHILD.** John W. Adams. Gallaudet University Press. Written as a self-instructional guide for parents. ABC's of behavior, setting limits, nonverbal behavior.
92. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH SPEECH AND LANGUAGE IMPAIRMENTS.** Project Head Start. Mainstreaming children with both language and speech impairments including: stuttering, articulation disorders, and disorders commonly associated with hearing loss, cleft palate, cerebral palsy, mental retardation, and mental disorders. Ideas for environment and day-to-day programming.
93. **READY, SET, GO - TALK TO ME.** D. Horstmeier, et. al. A handbook for teaching pre-language and early language skills. Designed for parents and professionals. Prescriptive language packets.
94. **LEARNING LANGUAGE AT HOME.** Exceptional Children's Council. A kit designed for teaching language skills to children at home in four skill areas: Learning to Do, Learning to Look, Learning to Listen, and Learning to Tell.

ARTICLES TO KEEP

95. **STUTTERING: PREVENTION AND DETECTION.** Sheryl Reidener, et. al. Young Children. November 1985. Differences between normal nonfluencies and stuttering in young children. Symptoms, who is at risk, attitudes, and checklist for referral.
96. **CLEFT LIP AND CLEFT PALATE: THE FIRST FOUR YEARS.** Cleft Palate Foundation. Booklet addressing the care of an infant and young child with a cleft.
97. **CLEFT LIP AND PALATE.** March of Dimes. Fact sheet.
98. **CHILDREN WITH COMMUNICATION DISORDERS.** ERIC. Overview including definition, characteristics, educational implications.
99. **AUGMENTATIVE ALTERNATIVE COMMUNICAITON** Great Lakes Resource Access Project. Providing children with disabilities the skills necessary for successful use of computer and augmentative technology.



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VIDEOS TO BORROW

GOOD TALKING WITH YOU: LANGUAGE ACQUISITION THROUGH CONVERSATION. Portland, OR: Educational Productions. VHS, color, 5 30-minute tapes, each with facilitator's guide and a viewer's guide.

100. **OH SAY WHAT THEY SEE: AN INTRODUCTION TO INDIRECT LANGUAGE STIMULATION TECHNIQUES.** Glenn Waybright and Jo Rosenthal-Tanzer. 1984. Describes and demonstrates five specific techniques adults can use to help children 1-3 develop language. Explains why these indirect methods are better than direct methods where the child is questioned or commanded and expected to reply.
101. **LET'S TALK: FIRST STEPS TO CONVERSATION.** Rae Ludwig, Linda Freedman, Judi Hurlock. 1987. Four important steps to help adults communicate with 3-5 year-olds; how to show a child you want to talk, how to start a conversation of interest to the child, how to avoid asking questions that stop conversations, how to correct a child's speech and language errors in a positive way.
102. **NOW YOU'RE TALKING: TECHNIQUES THAT EXTEND CONVERSATION.** Rae Ludwig, Linda Freedman, Judi Hurlock. 1987. Shows how, once we've engaged 3-5 year-old children, we can extend conversations, stimulate thinking and problem- solving, and draw children out so they'll want to share their ideas and feelings.
103. **BETWEEN YOU AND ME: FACILITATING CHILD-TO-CHILD CONVERSATIONS.** Rae Ludwig and Linda Freedman. 1988. Shows how adults can act as facilitator, helping both language-normal and language-delayed children talk with each other.
104. **SPACE TO GROW: CREATING AN ENVIRONMENT THAT SUPPORTS LANGUAGE ACQUISITION.** Linda Freedman and Rae Ludwig. 1988. Tour of a model language-based preschool explains how the environment is designed to say, "You can be comfortable here, you are important, you are competent", both to children who are developing as expected and to children with special needs.

CHILDREN'S BOOKS TO BORROW

105. **I'M DEAF AND IT'S OK.** Lorraine Aseltine. A young boy describes the frustrations caused by his deafness and the encouragement he receives from a deaf teenager that he can lead an active life.
106. **MY FIRST BOOK OF SIGN.** Pamela J. Baker. Pictures of children demonstrate the forming in sign language of 150 basic alphabetically arranged words, accompanied by illustrations of the words themselves. Includes a discussion of fingerspelling and general rules for signing.



EMOTIONAL DISORDERS

An Attention Deficit Hyperactive Disorder (ADHD) is characterized by an impairment which interferes with the ability of the child to attend to a stimulus long enough to accomplish a task or receive information. The child may show hyperactive behaviors including: inattention, impulsivity, and excitability. Children are typically active and energetic; however, the child who does not have ADHD is able to direct behavior in a productive manner.

FROM CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS.

BOOKS TO BORROW

107. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH EMOTIONAL DISORDERS.** Project Head Start. Mainstreaming children with emotional disturbances. What they are and how they affect learning in children 3-5 years. Extensive list of resources. Screening and diagnosis.
108. **YOUR HYPERACTIVE CHILD.** Barbara Ingersoll. Defines the attention-deficit hyperactivity disorder. Diagnosis and evaluation, medical treatment, daily life, special problems, behavior management.
109. **HELPING YOUR HYPERACTIVE CHILD.** John F. Taylor. Looks at the strengths and weaknesses of several approaches used to deal with hyperactivity. Written for parents and professionals.
110. **DEVELOPMENTAL THERAPY FOR YOUNG CHILDREN WITH AUTISTIC CHARACTERISTICS.** Ann W. Bachrach, et. al. Sample home programs and learning experiences.
111. **CHILDREN WITH AUTISM: A PARENT'S GUIDE.** Michael D. Powers, editor. Background information, adjustment, treatment, daily care, development, special education, and legal rights.
112. **UNDERSTANDING AND TREATING THE SEVERELY DISTURBED CHILD.** Foster Cline. Written for the practitioner. Includes information on working with unattached children.

ARTICLES TO KEEP

113. **ATTENTION DEFICIT DISORDERS: A GUIDE FOR TEACHERS.** Education Committee of Children with Attention Deficit Disorders. Definition, diagnosing, treatment, guides for teaching.
114. **HOW TO HANDLE ADD.** Jerry Patricia Austin. Texas Child Care Quarterly. Winter 1989. ADD behaviors. Referral and diagnosis. Treatment. Behavior management.
115. **MANAGEMENT TECHNIQUES FOR CHILDREN WITH ADD.** Specific techniques for behavior management.

116. **DON'T OVERLOOK DEPRESSION IN CHILDHOOD AND ADOLESCENCE.** James C. Harris. Explores the range of depression from simple grief reactions to major depressive disorders. Provides guidelines for recognizing symptoms.
117. **LET'S TALK ABOUT MENTAL ILLNESS: CHILDHOOD DISORDERS.** American Psychiatric Association. Depression, anxiety, phobias, and the following disorders: attention deficit, conduct, separation anxiety, pervasive developmental.
118. **THE CHILDREN WHO COULD NOT COME OUT TO PLAY.** Bert Kruger Smith and Ralph Culler. Hogg Foundation. Introduction to mental illness and children.
119. **AUTISM: A CONVERSATION WITH JAMES E. GILLMAN.** Hogg Foundation. What it is. Causes. Effects on others. Long-term aspects. Techniques for management.
120. **AUTISM: A GUIDE FOR PARENTS, PROFESSIONALS, AND OTHERS.** WI DHSS.
121. **THE PUZZLE OF AUTISM.** A condensed version of the above brochure.

CHILDREN'S BOOK TO BORROW

122. **SHELLEY, THE HYPERACTIVE TURTLE.** Deborah Moss. A turtle who can't seem to sit still. With help from his doctor and love from his family, Shelley feels much better and starts making lots of new friends.

VIDEOS TO BORROW

123. **THE HYPERACTIVE CHILD.** Professional P... color, 10 minutes. Very brief overview of the causes symptoms, and treatment... Might be used to alert students to the disorder, but Why Won't My Child Pay... much more comprehensive presentation of how to help hyperactive children. **SORRY, NO LONGER AVAILABLE**
124. **WHY WON'T MY CHILD PAY ATTENTION.** Dr. Sam Goldstein. Salt Lake City, Ut: Neurology, Learning and Behavior Center, 1989. VHS, color, 76 minutes. A child psychologist talks with parents of ADHD children and gives a common sense definition of Attention Deficit Hyperactivity Disorder. He explains why "pills will not substitute for skills", and shows parents and caregivers how to tell whether a child's behavior in a given situation is due to incompetence caused by ADHD or due to simple noncompliance. He then describes many specific behavioral interventions that you and the child can use to educate in cases of incompetence and to constructively discipline in cases of noncompliance.
125. **ATTENTION DEFICIT DISORDER, HYPERACTIVITY, AND ASSOCIATED DISORDERS.** VHS, color, 110 min. Dr. Wendy Coleman, p... Signs, symptoms and criteria that define attention deficit disorder; possible causes, evaluations, treatments. A detailed medical explanation of a complex disorder and not a guide to behavior. **SORRY, NO LONGER AVAILABLE**



HEALTH IMPAIRMENTS/CHRONIC ILLNESS

BOOKS TO BORROW

126. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH HEALTH IMPAIRMENTS.** Project Head Start. Specific day-to-day information on how to mainstream children with health impairments (i. e. epilepsy, cystic fibrosis, asthma, congenital heart defects, anemia, hemophilia, enuresis). Descriptive information for each area and how it affects learning for 3-5 year olds.
127. **CHILDREN WITH ASTHMA: A MANUAL FOR PARENTS.** Thomas F. Plaut, M.D. How to use an inhaler. How asthma medications work. When to call for help.
128. **ONE MINUTE ASTHMA.** Thomas F. Plaut M.D. Condensed version of Children With Asthma: A Manual for Parents.
129. **DOES YOUR CHILD HAVE EPILEPSY?** James E. Zan, et. al. Describes: what it is, tests used to diagnose, and medications used in treatment. What to do during a convulsion.
130. **CHILDREN WITH EPILEPSY: A PARENT'S GUIDE.** Helen Reisner, editor. A guide for day-to-day care of children with epilepsy.

ASTHMA EDUCATION MATERIALS. National Heart, Lung, and Blood Institute. Four separate training manuals each covering the same material but directed at different audiences. Each includes: recognition of early signs, acting on early signs to avoid attacks, medications and side effects. personal triggers, managing asthma attacks, when to call for assistance. Each stresses interactive teaching and active learning on the part of children and parents.

TITLE

FOR THOSE TRAINING PROVIDERS IN:

- | | |
|--|----------------|
| 131. OPEN AIRWAYS (465 pages) | Urban areas |
| 132. LIVING WITH ASTHMA (750 pages) | Rural areas |
| 133. AIR POWER (165 pages) | Suburban areas |
| 134. AIR WISE (210 pages) | Suburban areas |

ARTICLES TO KEEP

135. **YOUR CHILD WITH EPILEPSY: A GUIDE FOR PARENTS.** Epilepsy Foundation.
136. **FIRST AID FOR EPILEPSY IS SIMPLE.** Epilepsy Foundation.
137. **ALLERGY IN CHILDREN.** Asthma and Allergy Foundation of America. General information about allergies, asthma, eczema, hayfever, and allergic rhinitis.
138. **WHAT YOU SHOULD KNOW ABOUT CHILDHOOD ASTHMA.** Asthma and Allergy Foundation of America. Fact Sheet.

139. **RELIEF FOR ALLERGY AND ASTHMA.** William J. Davis. Healthy Kids 4-10. Spring/summer 1991. Discusses symptoms, nature of specific allergies, and treatment.
140. **LIVING WITH ASTHMA.** Sherry L. M. Jimenez. Healthy kids 4-10. Spring/Summer 1991. Ways to help children with asthma lead active, normal lives.
141. **CHRONIC HEALTH CONDITIONS.** Excerpt from Healthy Young Children. Includes chronic illness health record, considerations for mild to severe conditions, asthma record, heart problems, epilepsy/seizure disorder, sickle cell anemia, and diabetes.
142. **LEAD POISONING.** Abby Shapiro Kendrick, et. al. Excerpt from **HEALTHY YOUNG CHILDREN**.
143. **CONGENITAL HEART DEFECTS.** March of Dimes. Fact Sheet.
144. **INCLUDING YOUNG CHILDREN WITH NEW CHRONIC ILLNESSES IN AN EARLY CHILDHOOD SETTING.** Mary Favvre. Young Children. September 1988.
145. **A CHILD WITH DIABETES IS IN YOUR CARE.** Juvenile Diabetes Foundation International. Symptoms and treatment of low and high blood sugar. Daily routine is outlined.
146. **CHILD CARE FOR CHILDREN WITH CHRONIC ILLNESS.** Susan S. Aronson, M.D. Child Care Information Exchange. January 1986. Examines key elements for a successful situation: enrollment and periodic evaluations.
147. **GUIDELINES FOR AIDS/HIV AND OTHER COMMUNICABLE DISEASES.** WI Department of Health and Social Services.
148. **STUDENTS WITH SPECIALIZED HEALTH CARE NEEDS.** Barbara Sirvis. Fact sheet.
149. **CREATIVE ART MATERIALS BUYING GUIDE.** Susan Morris. How safe are art materials? Substitutes for materials that should be avoided.
150. **CHILDREN'S ART SUPPLIES CAN BE TOXIC.** Angela Babin. Specific hazards, types of illnesses which may result, risk factors, how materials enter the body, labels, rules for material selection, what to avoid, and substitutes.



LEARNING DISABILITIES

Learning disabilities affect as many as 15 percent of otherwise able school children.

American Academy of Child and Adolescent Psychiatry.

BOOKS TO BORROW

151. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH LEARNING DISABILITIES.** Project Head Start. Clues for identifying learning disabilities in early childhood. How 3-5 year olds are affected by it. Specific information for successful mainstreaming experience. Where to go for help.
152. **LEARNING DISORDERS.** Foster Cline. Written primarily for teachers and others working with school-age children.

ARTICLES TO KEEP

153. **LEARNING DISABILITIES.** ERIC. Fact Sheet.
154. **FACTS ABOUT DYSLEXIA.** Orton Dyslexia Society.
155. **HELPING YOUR LEARNING DISABLED CHILD.** Jenny Friedman. Parents. December 1989.

CHILDREN'S BOOK TO BORROW

156. **HE'S MY BROTHER.** Joe Lasker. A young boy describes the school and home experiences of his younger brother who has learning disabilities.

MENTAL RETARDATION

See Also: EVALUATION AND DIAGNOSIS
ACTIVITIES/CURRICULUM/ENVIRONMENT

BOOKS TO BORROW

157. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH MENTAL RETARDATION.** Project Head Start. A guide to mainstreaming 3-5 year-olds. Looks at what mental retardation is, how it affects learning, and specific techniques.
158. **CHILDREN WITH MENTAL RETARDATION: A PARENT'S GUIDE.** Romaine Smith, editor. Provides a complete introduction to medical, therapeutic, and education needs. Also includes: diagnosis, adjustment, daily care, child development, early intervention, and legal rights.
159. **DOWN SYNDROME: A RESOURCE HANDBOOK.** Carol Tingey. Early development (gross motor, speech and language) and early intervention (review of best practices and effectiveness of data). Parents, siblings, and grandparents.

160. **BABIES WITH DOWN SYNDROME: A PARENTS GUIDE.** Karen Stray-Gunderson. Definition of Down Syndrome. Medical concerns and treatment, daily care, development, early intervention, and advocacy.

ARTICLES TO KEEP

161. **DOWN SYNDROME PACKET OF FACT SHEETS.** From the: March of Dimes, Association for Children with Down Syndrome, Inc., National Down Syndrome Society, National Syndrome Congress, and ERIC Digest.
162. **MENTAL RETARDATION.** ERIC Digest. General information about mental retardation.

ORTHOPEDIC

BOOKS TO BORROW

163. **CHILDREN WITH CEREBRAL PALSY: A PARENT'S GUIDE.** Elaine Geralis. Diagnosis, assessment, medical treatment, therapies, early intervention, adjustment, daily care and development. Toilet training, dressing, exercise, sleep.
164. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH ORTHOPEDIC HANDICAPS.** Project Head Start. Nuts and bolts guide to providing child care for children with spina bifida, spinal cord damage, cerebral palsy, choreoathetosis, arthritis, muscular dystrophy, burns, fractures. Explores how each affects learning in 3-5 year olds. Mainstreaming activities. Information on screening and resources.
165. **CHILDREN WITH SPINA BIFIDA.** G. Gordon Williamson. Interdisciplinary intervention required to accommodate postural control and mobility, perceptual-motor skills, speech and language, activities of daily living and unique educational requirements.

ARTICLES TO KEEP

166. **SPINA BIFIDA.** March of Dimes. Fact Sheet.
167. **FOOT PROBLEMS OF YOUNG CHILDREN.** Susan S Aronson. M. D. Child Care Information Exchange. January 1987. Normal patterns of development, flat feet, peeling feet, w-sitting, and when to seek medical care.

CHILDREN'S BOOK TO BORROW

168. **I'M THE BIG SISTER NOW.** Michelle Emmert. Nine-year-old Michelle describes the joys, loving times, difficulties and other special situations involved in living with her older sister Amy Emmert, who was born severely disabled with cerebral palsy.

CHILDREN'S AUDIO CASSETTE TO BORROW

169. **DANNY'S SONG.** Mister Roger's Cassette Series. The story of a boy who has braces on his legs and how he gets along with his family.

VISUAL

BOOKS TO BORROW

- 170. **MAINSTREAMING PRESCHOOLERS: CHILDREN WITH VISUAL IMPAIRMENTS.** Project Head Start. Definition. How visual impairments affect learning in 3-5 year-olds. Mainstreaming techniques. Resources.
- 171. **PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED CHILD.** A guide of practical ideas to help parents and caregivers provide enrichment activities for a visually impaired child.
- 172. **GET A WIGGLE ON.** Sharon Raynor. Ideas for helping blind or visually impaired infants interact with the world around them.

ARTICLES TO KEEP

- 173. **VISUAL IMPAIRMENTS.** ERIC.
- 174. **TALK TO ME II.** Blind Children's Center. Using language to share experiences with children who are blind.
- 175. **LEARNING TO PLAY.** Blind Children's Center. Common concerns for the visually impaired preschool child.

SCHOOL-AGE

BOOK TO BORROW

- 176. **SCHOOL-AGE CHILDREN WITH SPECIAL NEEDS.** D. B. Fink. Results of a national study of parents of school-age special needs children. Examines home, community-based and technical assistance models for programs.

ARTICLES TO KEEP

- 177. **TRANSITIONING.** Great Lakes Resource Access Project. Instructional strategies to prepare young exceptional children for kindergarten.
- 178. **BEGINNING PUBLIC SCHOOL.** Mary Frances Hanline. Teaching Exceptional Children. Winter 1989. Understanding concerns of parents. How teachers can help, classroom environment.
- 179. **SAYING GOODBYE TO PRESCHOOL.** Patricia Ziegler. Young Children. March 1985. Ways to help children transition from preschool to elementary school.
- 180. **QUALITY CHECKLIST AND WORKSHEET FOR CHILD CARE PROGRAMS SERVING SCHOOL-AGE CHILDREN WITH SPECIAL NEEDS.** Wellesley College.

NEW VIDEOS

181. **CARING FOR CHILDREN: AN INTRODUCTION TO THE CHILD CARE PROFESSION.** Produced by Walter (Chip) Donohue and Jim Shaw, UW Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, Color, 30 minutes each. This is a series of twelve half-hour videotapes produced as part of a UW-Extension television-integrated correspondence course for assistant child care teachers and family child care providers. You cannot take the course just by borrowing the tapes from CCIC, but the tapes are also excellent for high school, VTAE, and college courses, community-based and in-service training, and independent study. (The series will be broadcast over the Wisconsin Public Television Network plus WHA, WMVT, and WDSE each semester. Taping the series for future reference is recommended.)
- Part 1 **BECOMING A TEACHER OF YOUNG CHILDREN.** Looks at the characteristics and skills of a successful child care teacher or family child care provider. Shows what quality child care looks like.
- Part 2 **CARING FOR INFANTS IN CHILD CARE HOMES AND CENTERS.** Infant caregivers and other infant care experts tell you about quality infant care, how to provide it, and the challenges and rewards of caring for infants.
- Part 3 **CARING FOR TODDLERS IN CHILD CARE HOMES AND CENTERS.** Focuses on toddlers, children in the period between their first steps and their third birthdays. Shows the importance of caregivers who have sensitivity, realistic expectations, and an understanding of the developmental challenges facing toddlers as they work toward autonomy.
- Part 4 **CARING FOR PRESCHOOLERS IN CHILD CARE HOMES AND CENTERS.** Focuses on children between the ages of three and six. Topics include: developmentally appropriate practice, cooperative learning, integrated curriculum, dramatic play, language, movement and music experience.
- Part 5 **CARING FOR SCHOOL-AGERS IN CHILD CARE HOMES AND CENTERS.** Providers explore the unique challenges and rewards of providing school-age child care and look at what children want and need from a child care program.
- Part 6 **CARING FOR MIXED-AGE GROUPS IN CHILD CARE HOMES AND CENTERS.** Meet providers who are advocates of mixed-age grouping and have years of experience providing high-quality care for mixed-age groups.
- Part 7 **PREPARING ENVIRONMENTS FOR CHILDREN IN CHILD CARE HOMES AND CENTERS.** Takes you inside child care homes and centers to see what quality environments for young children look like and to hear how providers plan and prepare appropriate environments.
- Part 8 **PROMOTING HEALTH, SAFETY, AND NUTRITION.** Techniques and strategies for planning for, protecting, and promoting children's health, safety, and nutrition.
- Part 9 **ENHANCING SELF-ESTEEM AND RESPECTING DIVERSITY.** Watch and listen as caregivers support and encourage children's positive feelings about themselves. Learn why self-esteem is so important and the caregiver's role in enhancing it and in teaching respect for diversity.

<p>TO REQUEST MATERIALS FROM THIS NEWSLETTER CALL:</p> <p>224-5388 (Madison area only)</p> <p>(800) 362-7353 (Toll-free for all other areas)</p>

- Part 10 **DEVELOPING EFFECTIVE TEACHING TECHNIQUES AND STRATEGIES.** Easing transitions from home to child care, using "plan, do, review," giving children freedom to explore and discover, organizing with color baskets, learning from everyday activities, developing problem solving skills, using transitions as learning time, and much more.
- Part 11 **BUILDING A PARTNERSHIP WITH PARENTS.** Hear from parents and providers the importance of building trusting, respectful relationships and working together as partners to meet the needs of each child.
- Part 12 **BECOMING A CHILD CARE PROFESSIONAL.** What it takes to become a child care professional and what it means to be one, ways to continue your education and development, community resources, networking, advocacy, the business of child care, and advice to new child care professionals.

NEW MATERIALS ON WORTHY WAGES

BOOK TO BORROW

182. **REACHING THE FULL COST OF QUALITY IN EARLY CHILDHOOD PROGRAMS.** Barbara Willer, editor. Explains the difference between the current price of child care and the full cost, how to figure the full cost of quality early childhood programs, why the full cost of quality must be paid, and how to develop strategies and coalitions to achieve it.

VIDEOS TO BORROW

183. **REACHING THE FULL COST OF QUALITY CHILD CARE.** Jerlean Daniel. Director of the Child Development Center, University of Pittsburgh. Speech at WECA's Second Worthy Wages Wisconsin Conference, June 15, 1991. Madison, WI: CCIC, 1991. VHS, color, 100 minutes
184. **WORTHY WAGES.** Marcy Whitebook, Child Care Employee Project, Oakland, CA. Speech at WECA's First Worthy Wages Wisconsin Conference, January 19, 1991. Madison, WI: WECA, 1991. VHS, color, 90 minutes.

NEW MATERIALS FOR SCHOOL AGE CHILD CARE

Recommended Standards for School Age Child Care listed in our School Age Child Care Newsletter has just been released as two separate documents: **DEVELOPMENTALLY APPROPRIATE PRACTICE IN SCHOOL-AGE CHILD CARE PROGRAMS** and **QUALITY CRITERIA FOR SCHOOL-AGE CHILD CARE PROGRAMS**. These resources may be reproduced. An order for multiple copies, may cause a delay. Be sure to indicate which publication(s) you want.

Contact:

Appliance Information Service
Whirlpool Corporation
P. O. Box 405
St. Joseph, MI 49085

INTERGENERATIONAL CHILD CARE PROGRAMS

Generations United: A National Coalition on Intergenerational Issues and programs, has received a grant to conduct an Intergenerational Child Care Public Awareness and Dissemination Campaign.

Generations United will identify and select intergenerational child care programs, develop a compendium and data base of these programs and share materials on starting and maintaining intergenerational child care programs. Intergenerational child care experts will present program information at workshops and conferences throughout the country.

Any intergenerational child care program interested in more information and/or for inclusion in the compendium and/or data base may contact:

Generations United
c/o CWLA
440 First Street, NW Suite 310
Washington, DC 20001-2085

(202) 638-2952

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